



**THE VOCABULARY MASTERY OF FIFTH GRADERS
OF SDIT AL-AKHYAR BAE KUDUS IN ACADEMIC YEAR 2014/2015
TAUGHT BY USING “KATA-KATANYA” GAME**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

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SKRIPSI

Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing
The Sarjana Program In the English Education Department

By

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2015

MOTTO AND DEDICATION

- ✧ Don't worry, Allah is the best director for your life
- ✧ Our parents are the greatest gift in a life, so don't hurt them
- ✧ Do the best, be good, then you will be the best

This skripsi is dedicated for:

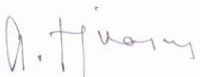
- ☞ My beloved parents (H. Ahmad Shodiq, S.Pd.I and Hj. Nusroh Fattah)
- ☞ My beloved sisters (Mbak Laili, Mbak Uswah, Mbak Nia), my brothers in law (Kak Maskuri, Mas Chandi), and my lovely nephews and niece (Mas Syauqi, Dek Syafiyya, Dek Aufar)
- ☞ My best friends (Sulis Nisfi Fibroyir, Riska Susilowati, Dina Nor Diani E.P, Isna Lailatun N. and Mukhsin Mundaris)

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Chalwa Anjumita Nawwar (2011-32-151) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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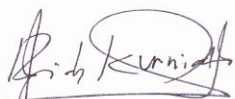


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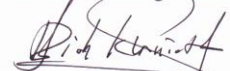
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Kudus, July 2015

Chalwa Anjumita Nawwar

ABSTRACT

Nawwar, Chalwa Anjumita. 2015. *The Vocabulary Mastery of Fifth Graders of SDIT Al-Akhyar Bae Kudus in Academic Year 2014/2015 taught by using "Kata-Katanya" Game*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Dr. H. A. Hilal Madjdi, M.Pd. (2) Mutohhar, S.Pd, M.Pd.

Key words: vocabulary mastery, English, "kata-katanya" game,

Students need vocabulary which can support them to produce and use meaningful sentence. But in the fact students often forget those vocabulary and they often forgot the meaning of the words. Based on my observation, one of factors caused these problem is the teacher only emphasized the way to answer the question by using students' worksheet and memorize the vocabulary. The impact is the students memorize the vocabulary temporary. Based on that situation, I try to use "kata-katanya" game as the alternative technique to teach vocabulary. "Kata-katanya" game is one of game in "Celebrity Game Show" program on RTV, this game is like guessing game but this game asks player to repeat the word that had guessed by the other players. This game is design to make students use the vocabulary repeatedly, so that they will not easily forget those vocabularies.

The problem which is answered in this research Is there a significant difference of the vocabulary mastery of the fifth graders in SDIT Al-Akhyar Bae Kudus in academic year 2014/2015 before and after being taught by using "kata-katanya" game? So, the purpose of this research is to find out whether there is a significant difference of the vocabulary mastery of fifth graders of SDIT Al-Akhyar in academic year 2014/2015 before and after being taught by using "kata-katanya" game.

I hold an experiment research by using "kata-katanya" game as a game in teaching vocabulary. I made an experimental research with one group pretest posttest. The numbers of sample are 21 students of fifth A class. I use vocabulary multiple choice written test and the item is 30 questions to gather the data of the vocabulary mastery of fifth graders of SDIT Al-Akhyar Bae Kudus in academic year 2014/2015 then compare between the data before and after being taught by using "kata-katanya" game.

The pretest result shows that the highest score is 91, the lowest score is 37, the mean of pretest is 67.67 and the standard deviation is 12.43. This result shows that the vocabulary mastery of the fifth graders before treatment is categorized as sufficient. Meanwhile, the posttest result shows that the highest score is 100, the lowest score is 67, the mean is 83.62 and the standard deviation is 9.44. It means that the vocabulary mastery of the fifth graders after treatment is categorized as good. Both means; mean of pretest and mean of posttest, then being compared by using t-test formula. The result of t-observation is 7.99. Compared by t-table at the level significant difference 5% that is 2.09, the value of t-observation is higher

than t-table. It indicates that the null hypothesis is rejected. On the other hand, the alternative hypothesis is confirmed.

From the description above, I recommend some suggestions. First, English teachers are suggested to apply interesting games; one of the examples is “kata-katanya” game while delivering English material, in order to increase students’ vocabulary mastery at elementary school. Second, the students are suggested to be serious in learning English process without any feeling of under pressure and increase their vocabulary mastery without thinking that English is difficult lesson.



ABSTRAKSI

Nawwar, Chalwa Anjumita. 2015. *Penguasaan Kosakata pada Siswa Kelas Lima SDIT Al-Akhyar Bae Kudus pada Tahun Pelajaran 2014/2015 dengan Pengajaran Menggunakan Permainan "kata-katanya"*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (1) Dr. H. A. Hilal Madjdi, M.Pd. (2) Mutohhar, S.Pd, M.Pd.

Kata Kunci: Penguasaan kosakata, Bahasa Inggris, Permainan "kata-katanya"

Siswa membutuhkan kosakata yang mampu membantu mereka untuk menghasilkan dan menggunakan kalimat yang bermakna tetapi pada kenyataannya siswa sering lupa dengan kosakata dan arti dari kata itu sendiri. Berdasarkan observasi yang saya lakukan, salah satu factor yang menyebabkan masalah ini adalah guru hanya menekankan pada bagaimana siswa dapat menjawab pertanyaan dalam lembar kerja siswa dan menghafalkan kosakata. Berdasarkan situasi tersebut, saya mencoba menggunakan permainan kata-katanya sebagai alternative tehnik untuk pengajaran kosakata. Permainan kata-katanya adalah salah satu permainan dalam program TV "Celebrity Game Show" di RTV, permainan ini hampir sama dengan permainan tebak-tebakan tetapi pemain harus mengulang kata yang telah ditebak oleh pemain lainnya. Permainan ini dibuat untuk membuat siswa mengulang-ulang kosakata, jadi mereka tidak mudah lupa dengan kosakata yang telah dipelajari.

Masalah yang akan diselesaikan dalam penelitian ini adalah apakah terdapat perbedaaan yang signifikan pada penguasaan kosakata siswa kelas lima SDIT Al-Akhyar Bae Kudus pada tahun pelajaran 2014/2015 antara sesudah dan sebelum diajar menggunakan permainan kata-katanya. Sehingga, tujuan dari penelitian ini adalah menentukan apakah terdapat perbedaaan yang signifikan pada penguasaan kosakata siswa kelas lima SDIT Al-Akhyar Bae Kudus pada tahun pelajaran 2014/2015 antara sesudah dan sebelum diajar menggunakan permainan kata-katanya.

Saya melakukan sebuah penelitian experiment dengan menggunakan permainan kata-katanya sebagai tehnik dalam pengajaran vocabulary. Saya melakukan penelian experiment menggunakan satu grup pretest dan posttest. Jumlah sample adalah 21 siswa dari kelas V A. Saya menggunakan tes pilihan ganda untuk mendapatkan data penguasaan kosakata siswa kelas lima SDIT Al-Akhyar Bae Kudus pada tahun pelajaran 2014/2015 kemudian membandingkan antara data sebelum dan sesudah menggunakan permainan kata-katanya.

Hasil pretest menunjukkan nilai tertinggi adalah 91, nilai terendah adalah 37 rata-rata pretest adalah 67.67 dan standar deviasinya adalah 12.43. Hasil ini menunjukkan bahwa penguasaan kosakata kelas lima sebelum melakukan treatment dikategorikan "cukup". Sedangkan, hasil posttest menunjukkan nilai tertinggi adalah 100, nilai terendah adalah 67, rata-rata posttest menghasilkan 83.62 dan standar deviasi adalah 9.44. Ini menunjukkan bahwa penguasaan kosakata siswa kelas lima setelah treatment dikategorikan "baik". Kedua rata-rata

tersebut, rata-rata pretest dan posttest, kemudian dibandingkan menggunakan rumus t-test. Hasil dari t-observasi adalah 7.99. dibandingkan dengan t-tabel di level signifikan 5 % yaitu 2.09, nilai dari t-observasi lebih tinggi daripada t-table. Ini menunjukkan bahwa hipotesis null ditolak. Disisi lain, hipotesis alternatif diterima.

Dari penuturan diatas, saya merekomendasikan beberapa saran. Pertama, guru Bahasa Inggris disarankan untuk menerapkan permainan yang menarik dalam pengajaran bahasa inggris, salah satu contohnya adalah permainan kata-katanya. Kedua, siswa sebaiknya serius dalam pengajaran bahasa inggris tanpa ada perasaan tertekan dan meningkatkan penguasaan kosakata tanpa berpikir bahwa bahasa inggris adalah pelajaran yang sulit.



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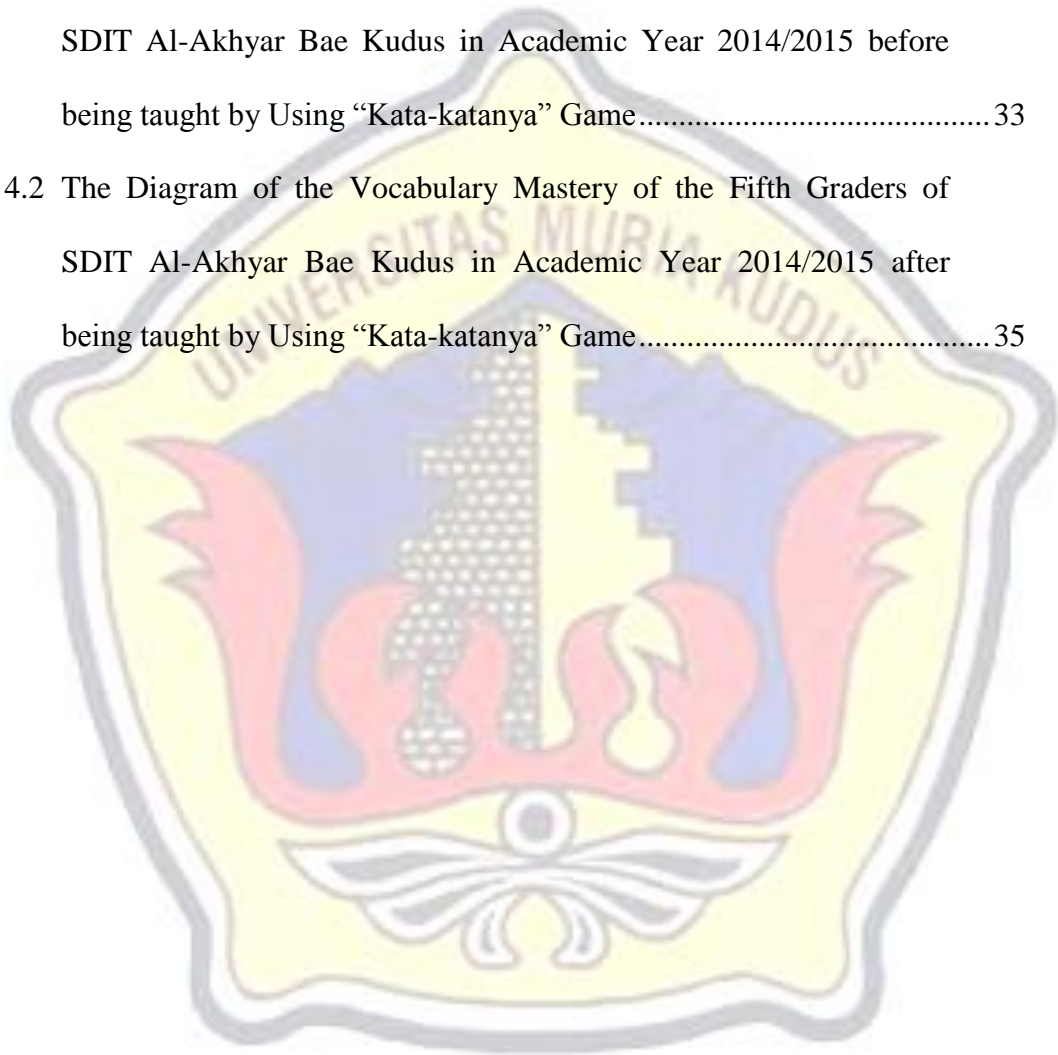
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